DOCUMENT RESUME

ED 470 744 CS 511 586

AUTHOR	Loomis, Susan Cooper, Ed.; Bourque, Mary Lyn, Ed.
TITLE	National Assessment of Educational Progress Achievement Levels, 1992-1998 for Writing.
INSTITUTION	ACT, Inc., Iowa City, IA.; Aspen Systems Corp., Rockville, MD.
SPONS AGENCY	National Assessment Governing Board, Washington, DC.
PUB DATE	2001-07-00
NOTE	55p.
CONTRACT	ZA97001001
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); TTY/TDD: 877-576-7734 (Toll Free); Fax: 301-470-1244; e-mail: EdPubs@inet.ed.gov; Web site: http://www.ed.gov/pubs/edpubs.html. For full text: http://www.nagb.org/pubs/writingbook.pdf.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Grade 12; Grade 4; Grade 8; *Public Schools; *Writing Achievement; *Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS	*National Assessment of Educational Progress

ABSTRACT

The purpose of this report is to increase understanding of the achievement levels for the National Assessment of Educational Progress (NAEP), what they are, and what they are not. NAEP is a survey of American students' knowledge and skills in different subjects at grades 4, 8, and 12. NAEP combines the samples of performances to provide information about the knowledge and skills of students in the nation as a whole, in each participating state, and in different demographic groupings. This overview of the NAEP Writing Framework details what is assessed by the Writing NAEP--the framework is the guide to the assessment, and it represents practices and skills that are considered essential for good writing. Proficient achievement is defined as "solid performance exhibiting competency over challenging subject matter"; the Basic and Advanced achievement levels are defined relative to this central level. The report is divided into the following sections: Understanding Achievement Levels for the Writing National Assessment of Educational Progress; Overview of the Framework for the National Assessment of Educational Progress in Writing; Achievement Levels: Descriptions and Cutscores; Achievement Levels: Sample Items; and Performance Data. (NKA)

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National Assessment of Educational Progress Achievement Levels 1992–1998

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National Assessment of Educational Progress Achievement Levels 1992–1998 for Writing

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July 2001

National Assessment of Educational Progress
National Assessment Governing Board
U.S. Department of Education

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Developed for the National Assessment Governing Board
under contract number ZA97001001
by ACT and Aspen Systems Corporation

Suggested Citation
Loomis, S.C. and Bourque, M.L. (Eds.)
National Assessment of Educational Progress
Achievement Levels, 1992–1998 for Writing,
Washington, DC: National Assessment Governing Board, 2001.

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Understanding Achievement Levels for the Writing National Assessment of Educational Progress

Purpose of This Report

The purpose of this report is to increase understanding of the achievement levels for the National Assessment of Educational Progress (NAEP): what they are, and what they are **not**. The report is a reference for the American public, especially educators, parents, students, and policymakers. Seven booklets make up the report; each booklet focuses on one of the subjects for which NAEP achievement levels have been set. These include mathematics, science, reading, writing, civics, U.S. history, and geography.

The information in this report will be helpful in interpreting accurately the meaning of the *Writing* NAEP achievement levels and student performance relative to the levels. The information will also aid in understanding the NAEP reports, commonly known as *The Nation's Report Card*.

What Is the National Assessment of Educational Progress?

NAEP is a survey of American students' knowledge and skills in different subjects at grades 4, 8, and 12. NAEP combines the samples of performances to provide information about the knowledge and skills of students in the nation as a whole, in each participating state, and in different demographic groupings.

What Are NAEP Achievement Levels?

Congress authorized the National Assessment Governing Board (NAGB) to set achievement goals for student performance on NAEP. NAGB identified and defined the goals in terms of three levels of achievement: Basic, Proficient, and Advanced. NAEP achievement levels define ***what students should know and be able to do*** at the Basic, Proficient, and Advanced levels established by NAGB.

There are three parts to NAEP achievement levels: descriptions, cutscores, and sample items. The achievement levels descriptions are statements of what students should know and be able to do at each level. The cutscores represent the minimum score required for performance at each NAEP achievement level and are usually reported along with the percentage of students who scored *at or above* the level. Sample items provide illustrations of student knowledge and skills required within each level of achievement.

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What Constitutes Basic, Proficient, and Advanced Achievement?

Proficient achievement is defined by NAGB as ***"solid academic performance*** exhibiting competency over challenging subject matter." The Basic and Advanced achievement levels are defined relative to this central level. Basic achievement is performance that exhibits ***"partial mastery*** over skills fundamental to Proficient performance." Advanced achievement exhibits ***superior performance***. Achievement that is less than partial mastery is referred to simply as "below Basic."

How Good Is Good Enough?

The overall achievement goal for American students is performance that qualifies at the Proficient level or higher. Meeting this goal for the nation as a whole will take time. Competency over challenging subject matter is not easily attained. The average performance score on NAEP in most subjects falls within the Basic achievement level.

How Should Achievement Levels Be Interpreted?

Unlike most assessments, there are no individual scores on NAEP. Achievement levels define performance, not students. Notice that there is no mention of "at grade level" performance in these achievement goals. In particular, it is important to understand clearly that the Proficient achievement level does not refer to "at grade" performance. Nor is performance at the Proficient level synonymous with "proficiency" in the subject. That is, students who may be considered proficient in a subject, given the common usage of the term, might not satisfy the requirements for performance at the NAEP achievement level. Further, Basic achievement is more than minimal competency. Basic achievement is less than mastery but more than the lowest level of performance on NAEP. Finally, even the best students you know may not meet the requirements for Advanced performance on NAEP.

How Are the Achievement Levels Developed?

The achievement levels-setting process is carefully designed, implemented, and evaluated with great attention to detail and technical precision. The process of developing achievement levels involves the judgments of informed, well-qualified people from throughout the nation and its territories. Approximately 30 persons serve on each of three grade-level panels to develop NAEP achievement levels. These 90 panelists include teachers (about 55 percent), other educators (about 15 percent), and members of the general public (about 30 percent). To the extent possible, the panels are proportionally representative of the nation's population with respect to region, race/ethnicity, and gender.

Panelists participate in a five-day process that includes training and instruction to prepare them for the standard-setting tasks. Panelists make three separate sets of judgments of student performance on NAEP items, and they receive a variety of feedback information about the implications of their judgments. Sophisticated psychometric methods are used to produce the feedback and guide the process.

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Highly experienced staff and technical advisors carefully monitor the achievement levels-setting process. Panelists evaluate every conceivable aspect of the process, and their responses are fully analyzed. Extensive analyses are conducted to determine whether panelists seemed to be making logical, informed judgments and whether similar panelists would make similar judgments. Yet, there is no way of knowing that the standards are "right" because there is no true standard against which to evaluate the panelists' judgments.

Who Sets the Achievement Levels?

Under the law, the National Assessment Governing Board is the final authority on determining the levels and their use for reporting NAEP performance results. The Board reviews information about the process for setting the achievement levels and panelists' opinions of it. NAGB considers the recommendations of panelists and technical advisors regarding the levels. The Board also considers additional information about student course-taking patterns in the subject area and student performance on other assessments in the subject. NAGB then judges whether the standards are reasonable and makes the final decisions for setting the standards.

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Overview of the Framework for the National Assessment of Educational Progress in Writing

This overview of the Writing Framework for the National Assessment of Educational Progress (NAEP) details what is assessed by the Writing NAEP. The framework defines the structure, organization, and general content for the assessment. Many questions must be answered before an assessment can be developed. What constitutes good writing? How will it be assessed? What types of writing should be assessed? How much time will students have to compose a response? How are the topics presented to students? How are student papers scored? All of these questions and many more are addressed in the framework.[1]

What Is the Writing NAEP Framework?

The framework is the guide to the assessment, and it represents practices and skills that are considered essential for good writing. The framework defines the structure, organization, and general content for the Writing assessment.

How Was the Framework Developed?

A national consensus process was used to develop the content of the framework documents for the Writing NAEP in1998 and subsequent years. Committees of writing researchers, teachers, curriculum specialists, and business representatives developed the Writing NAEP Framework to reflect the input collected through the consensus process. The committees that developed the framework were broad-based groups of writing professionals and educators.

Copies of state frameworks and assessments in writing were evaluated and used to inform development of the Writing NAEP Framework. Comments were collected in public hearings. Reports on the development of the framework were presented at regional and national meetings of writing educators where participants could provide comments and feedback to the committees. Draft copies of the framework were circulated widely to generate additional comments and feedback.

What Are the Components of the Framework?

Six overarching objectives emerged as a guide for the development of the Writing NAEP. The objectives and a brief description of each follow.

1. *Students should write for a variety of purposes: narrative, informative, and persuasive.* The purposes for writing are derived from interaction among the reader, the writer, and the subject. The committee identified three broad types of writing for NAEP. Although these types of

[1]Frameworks are also available on the Internet at www.nagb.org. Printed copies of the framework for Writing and for other NAEP subjects are available from the National Assessment Governing Board. Copies are also available through the U.S. Department of Education's ED Pubs information center at 1-877-4ED-Pubs.

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writing share commonalties, each has its own set of distinguishing characteristics and each requires different strategies on the part of the writer. Personal stories and essays are examples of narrative writing. Informative writing aims to inform the reader about a specific subject and is used to convey messages, instructions, and ideas. Persuasive writing emphasizes the reader. While it may contain a large amount of information, the main purpose is to influence the reader to take some action or cause some change.

Students write responses to two NAEP prompts that require either the same or different types of writing. NAEP emphasizes the types of writing differently across the three grades. The following table shows the relative distribution of writing types across the grades.

Table 1. Distribution of Types of Writing Across the Grades

	Percentage of Exercises at Each Grade Level		
	Grade 4	**Grade 8**	**Grade 12**
Narrative	40	33	25
Informative	35	33	35
Persuasive	25	33	40

2. *Students should write on a variety of tasks and for many different audiences.* Students gain power and flexibility as writers when they are given frequent opportunities to write for different purposes, topics, and audiences. Therefore, the NAEP writing assessment uses a wide assortment of forms including letters, essays, stories, and reports. Some writing prompts require students to base their responses on their own ideas, knowledge, or experience; other prompts specify information the students must use. Students must also show they understand the audience (adult or peer, experts or novices, known or unknown) for a particular assignment by using appropriate content and tone. Some writing tasks in NAEP specify the audience and others do not.

3. *Students should write from a variety of stimulus materials and within various time constraints.* Students are asked to respond to a variety of stimulus materials including letters, poems, brief reports, written descriptions, and illustrations such as pictures and graphs.

Although real-world writing constraints can range from several minutes to many months, the assessment conditions are designed to allow students a reasonable amount of time to respond in a thoughtful, organized manner. Special NAEP studies analyze student writing completed over longer periods of time and in classroom settings; however, all data in this report are based on 25-minute assessment segments. That is, students are required to read a prompt and write a response within 25 minutes. NAEP prompts are not announced in advance, and scoring criteria are not shared with students.

4. *Students should generate, draft, revise, and edit ideas and forms of expression in their writing.* Good writers develop an approach and a process that reflect their own experiences and preferences, so it is unlikely that two people will approach a writing task in the same way. In addition, it is unlikely that a single writer will always approach writing the same way. There are, however, typical steps in the writing process: planning, drafting, evaluating, and revising. Within NAEP's 25-minute time limits, students have an opportunity to engage in the

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four steps of the writing process, but not to go over their work again and again. Student writing samples for NAEP, therefore, cannot be viewed as final or polished drafts.

A large-scale assessment such as NAEP imposes some limitations that are not usually a factor in classroom assessments. To counter some of these limitations, NAEP collects information about students' writing habits and processes through questionnaires. Special studies provide supplemental information about students' writing achievement. These efforts develop a more complete picture of student performances on NAEP.

5. *Students should display effective choices in the organization of their writing. They should include details to illustrate and elaborate their ideas and use appropriate conventions of written English.* To write effectively, students must organize ideas coherently and in a way that is appropriate to the writing task. They must also elaborate their points with sufficient detail. Understanding the need for elaboration and how much detail is appropriate indicates a writer's ability to work within the constraints of the task or intended audience. Finally, writers must use the conventions of English grammar and usage to communicate clearly.

These features of students' writing are scored on NAEP using the enhanced primary trait method. Scoring guides provide raters with criteria specific to each type of writing, describing development of ideas, organization, and language conventions at each score point. This scoring method focuses on how well the students accomplish the writing task.

6. *Students should value writing as a communicative activity.* People who value particular endeavors tend to invest more time and energy in them. Students should value writing. The extent to which this value exists cannot be directly measured by NAEP. Rather, students are asked their opinions of various writing tasks and they are asked to describe their own writing outside of school. NAEP will continue to explore and refine ways to measure writing as a valued activity.

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Achievement Levels: Descriptions and Cutscores

The following statements describe the kinds of things fourth-, eighth-, and twelfth-grade students should be able to do in writing at each level of achievement. These statements should be interpreted with the constraints of the National Assessment of Educational Progress (NAEP) in mind. Student performances reported with respect to these descriptions are in response to two age-appropriate writing tasks completed within 25 minutes each. Students are not advised of the writing tasks in advance nor engaged in prewriting instruction and preparation; however, they are given a set of "ideas for planning and evaluating" their writing for the assessment. Although the Writing NAEP cannot fully assess students' abilities to produce a polished piece of writing, the results do provide valuable information about students' abilities to generate writing in response to a variety of purposes, tasks, and audiences within a rather limited period of time.

Note: The performance of students on the Writing NAEP is reported on a scale of 0 to 300. The average score for all grade levels is 150 with a standard deviation of 35 scale score points. Italicized text is a summary of the achievement level description.

GRADE 4

Basic (115)

Fourth-grade students performing at the Basic level should be able to produce a somewhat organized and detailed response within the time allowed that shows a general grasp of the writing task they have been assigned.

Fourth-grade students performing at the Basic level should be able to produce a somewhat organized response within the time allowed that shows a general grasp of the writing task they have been assigned. Their writing should include some supporting details. Its grammar, spelling, and capitalization should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.

Proficient (176)

Fourth-grade students performing at the Proficient level should be able to produce an organized response within the time allowed that shows an understanding of the writing task they have been assigned. Their writing should include details that support and develop their main idea, and it should show that these students are aware of the audience they are expected to address.

Fourth-grade students performing at the Proficient level should be able to produce an organized response within the time allowed that shows an understanding of the writing task they have been assigned. Their writing should include details that support and develop the main idea of the piece, and its form, content, and language should show that these students are aware of the audience they are expected to address. The grammar, spelling, and capitalization in the work should be accurate enough to communicate to a reader; there may be some mistakes, but these should not get in the way of meaning.

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Advanced (225)

Fourth-grade students performing at the Advanced level should be able to produce an effective, well-developed response within the time allowed that shows a clear understanding of the writing task they have been assigned and the audience they are expected to address. Their writing should include details and be clearly organized, should use precise and varied language, and may show signs of analytical, evaluative, or creative thinking.

Fourth-grade students performing at the Advanced level should be able to produce an effective, well-developed response within the time allowed that shows a clear understanding of the writing task they have been assigned. Their writing should be clearly organized, making use of techniques such as consistency in topic or theme, sequencing, and a clearly marked beginning and ending. It should make use of precise and varied language to speak to the audience the students are expected to address, and it should include details and elaboration that support and develop the main idea of the piece. Their writing may also show signs of analytical, evaluative, or creative thinking. The grammar, spelling, and capitalization in the work should be accurate enough to communicate clearly; mistakes should be so few and so minor that a reader can easily skim over them.

GRADE 8

Basic (114)

Eighth-grade students performing at the Basic level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address, and it should include supporting details in an organized way.

Eighth-grade students performing at the Basic level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address, and it should include supporting details in an organized way. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.

Proficient (173)

Eighth-grade students performing at the Proficient level should be able to produce a detailed and organized response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should include precise language and varied sentence structure, and it may show analytical, evaluative, or creative thinking.

Eighth-grade students performing at the Proficient level should be able to produce an effective response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should be organized, making use of techniques such as sequencing or a clearly marked beginning and ending, and it should make use of details and some elaboration to support and develop the main idea of the piece. Their writing should include precise language and some variety in sentence structure, and it may show analytical, evaluative, or creative thinking. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader; there may be some errors, but these should not get in the way of meaning.

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Advanced (224)

Eighth-grade students performing at the Advanced level should be able to produce a fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking and may make use of literary strategies to clarify a point. At the same time, the writing should be clearly organized, demonstrating precise word choice and varied sentence structure.

Eighth-grade students performing at the Advanced level should be able to produce an effective and fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking, and should demonstrate precise word choice and varied sentence structure. Their work should include details and elaboration that support and develop the main idea of the piece, and it may make use of strategies such as analogies, illustrations, examples, anecdotes, or figurative language to clarify a point. At the same time, the writing should show that these students can keep their work clearly and consistently organized. Writing by eighth-grade students performing at the Advanced level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate good control of these elements and may use them for stylistic effect in their work.

GRADE 12

Basic (122)

Twelfth-grade students performing at the Basic level should be able to produce a well-organized response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking, and it should include details that support and develop the main idea of the piece.

Twelfth-grade students performing at the Basic level should be able to produce an effective response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking. It should include details that support and develop the central idea of the piece, and it should be clearly organized, making use of techniques such as a consistency in topic or theme, sequencing, and a clear introduction and conclusion. The grammar, spelling, punctuation, and capitalization in these students' work should be accurate enough to communicate to a reader; there may be some errors, but these should not get in the way of meaning.

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Proficient (178)

Twelfth-grade students performing at the Proficient level should be able to produce an effectively organized and fully developed response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should include details that support and develop the main idea of the piece, and it should show that these students are able to use precise language and variety in sentence structure to engage the audience they are expected to address.

Twelfth-grade students performing at the Proficient level should be able to produce an effective and fully developed response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should be organized effectively, and it should show that these students have a clear understanding of the writing task they have been assigned. It should be coherent, making use of techniques such as a consistent theme, sequencing, and a clear introduction and conclusion, and it should include details and elaboration that support and develop the main idea of the piece. The writing should show that these students are able to use precise language and variety in sentence structure to engage the audience they are expected to address. Writing by twelfth-grade students performing at the Proficient level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate a command of these elements and may use them for stylistic effect in their work.

Advanced (230)

Twelfth-grade students performing at the Advanced level should be able to produce a mature and sophisticated response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should be detailed and fully developed, and it should show that these students are able to use literary strategies to develop their ideas. At the same time, the writing should be well crafted and coherent, and it should show that these students are able to engage the audience they are expected to address through rich and compelling language, precise word choice, and variety in sentence structure.

Twelfth-grade students performing at the Advanced level should be able to produce a mature and sophisticated response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should be fully developed, incorporating details and elaboration that support and extend the main idea of the piece. It should show that these students can use literary strategies—anecdotes and repetition, for example—to develop their ideas. At the same time, the writing should be well crafted, organized, and coherent, and it should incorporate techniques such as consistency in topic or theme, sequencing, and a clear introduction and conclusion. It should show that these writers can engage the audience they are expected to address through rich and compelling language, precise word choice, and variety in sentence structure. Writing by twelfth-grade students performing at the Advanced level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate a sophisticated command of these elements and may use them for stylistic effect in their work.

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Achievement Levels: Sample Items

Interpreting the Data

Because a representative sample of students in grades 4, 8, and 12 is selected to take the NAEP, each assessment exercise is administered to a relatively small subsample of students in each grade. For the 1998 Writing NAEP, approximately 20,000 students were assessed at each grade. The values reported in the tables accompanying each item are probability estimates of performance at each level of achievement for students tested in NAEP. The data reported for the sample items show the probability of a specific score for students writing in response to each prompt. The probabilities are estimates of how students scoring within each range of achievement on the NAEP score scale would perform on each item. These probabilities are, in fact, averages of performance within each achievement level. Not all students who score within the Basic range of achievement will write a response that receives a score of 3, for example. Furthermore, student performance within the Basic range of achievement may be very near the lower boundary, around the middle, or very near the upper boundary, that is, approaching the Proficient level of achievement. The probabilities reported here are weighted averages to represent performance across the range, with more weight given to scores in the middle of the achievement ranges.

Here is a suggested way to read the data: "Students performing in the (Basic/Proficient/Advanced) score range have (X) probability of giving a response scored at the indicated level (1, 2, 3, 4, or 5) for this sample item."

Grade 4 Scoring Guides

Grade 4 Narrative Scoring Guide

5 = Excellent

- Tells a well-developed story with relevant descriptive details.
- Events are well connected and tie the story together with transitions.
- Sustains varied sentence structure and exhibits specific word choices.
- Exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

4 = Skillful

- Tells a clear story with some development, including some relevant descriptive details.
- Events are connected in much of the response; may lack some transitions.
- Exhibits some variety in sentence structure and some specific word choices.
- Generally exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics are minor and do not interfere with understanding.

3 = Sufficient

- Tells a clear story with little development; has few details.
- Events are generally related; may contain brief digressions or inconsistencies.
- Generally has simple sentences and simple word choice; may exhibit uneven control over sentence boundaries.
- Has sentences that consist mostly of complete thoughts; errors in grammar, spelling, and mechanics do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Attempts to tell a story but tells only part of a story, gives a plan for a story, or is listlike.
- Lacks a clear progression of events; elements may not fit together or be in sequence.
- Exhibits uneven control over sentence boundaries and may have some inaccurate word choices.
- Errors in grammar, spelling, and mechanics sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Attempts a response, but is no more than a fragment or the beginning of a story, OR is very repetitive.
- Very disorganized or too brief to detect organization.
- Exhibits little control over sentence boundaries and sentence formation; word choice is inaccurate in much of the response.
- Characterized by misspellings, missing words, and incorrect word order; errors in grammar, spelling, and mechanics are severe enough to make understanding very difficult in much of the response.

0 = Inappropriate (may be characterized by one or more of the following:)

- Attempts a response, but may only paraphrase the prompt or be extremely brief.
- Exhibits no control over organization.
- Exhibits no control over sentence formation; word choice is inaccurate across the response.
- Characterized by misspellings, missing words, and incorrect word order; errors in grammar, spelling, and mechanics severely impede understanding across the response.

Grade 4 Informative Scoring Guide

5 = Excellent

- Develops ideas well and uses specific, relevant details.
- Well organized with clear transitions.
- Sustains varied sentence structure and exhibits specific word choices.
- Exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

4 = Skillful

- Develops ideas with some specific, relevant details.
- Clearly organized; information is presented in an orderly way but response may lack transitions.
- Exhibits some variety in sentence structure and some specific word choices.
- Generally exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

3 = Sufficient

- Clear but sparsely developed; may have few details.
- Provides a clear sequence of information; provides pieces of information that are generally related to each other.
- Generally has simple sentences and simple word choice; may exhibit uneven control over sentence boundaries.
- Has sentences that consist mostly of complete, clear, distinct thoughts; errors in grammar, spelling, and mechanics generally do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Provides limited or incomplete information; may be listlike or have the quality of an outline.
- Disorganized or provides a disjointed sequence of information.
- Exhibits uneven control over sentence boundaries and may have some inaccurate word choices.
- Errors in grammar, spelling, and mechanics sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Provides little information and makes little attempt at development.
- Very disorganized or too brief to detect organization.
- Exhibits little control over sentence boundaries and sentence formation; word choice is inaccurate in much of the response.
- Characterized by misspellings, missing words, and incorrect word order; errors in grammar, spelling, and mechanics are severe enough to make understanding very difficult in much of the response.

0 = Inappropriate (may be characterized by one or more of the following:)

- Attempts a response, but may only paraphrase the prompt or be extremely brief.
- Exhibits no control over organization.
- Exhibits no control over sentence formation; word choice is inaccurate across the response.
- Characterized by misspellings, missing words, and incorrect word order; errors in grammar, spelling, and mechanics severely impede understanding across the response.

Grade 4 Persuasive Scoring Guide

5 = Excellent

- Takes a clear position and develops support with well-chosen details, reasons, or examples across the response.
- Well organized; maintains focus.
- Sustains varied sentence structure and exhibits specific word choices.
- Exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

4 = Skillful

- Takes a clear position and develops support with some specific details, reasons, or examples.
- Provides some organization of ideas by, for example, using contrast or building to a point.

- Exhibits some variety in sentence structure and some specific word choices.
- Generally exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

3 = Sufficient

- Takes a clear position and develops clear support that is generally related to the issue.
- Generally organized.
- Generally has simple sentences and simple word choice; may exhibit uneven control over sentence boundaries.
- Has sentences that consist mostly of complete, clear, distinct thoughts; errors in grammar, spelling, and mechanics generally do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Takes a position and offers limited or incomplete support; some reasons may not be clear or related to the issue.
- Disorganized or provides a disjointed sequence of information.
- Exhibits uneven control over sentence boundaries and may have some inaccurate word choices.
- Errors in grammar, spelling, and mechanics sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Takes a position but provides only minimal support (generalizations or a specific reason or example), OR attempts to take a position but the position is unclear.
- Very disorganized or too brief to detect organization.
- May exhibit little control over sentence boundaries and sentence formation; word choice is inaccurate in much of the response.
- Characterized by misspellings, missing words, and incorrect word order; errors in grammar, spelling, and mechanics may be severe enough to make understanding very difficult in much of the response.

0 = Inappropriate (may be characterized by one or more of the following:)

- Takes a position but provides no support, OR attempts to take a position (is on topic) but position is very unclear; may only paraphrase the prompt.
- Exhibits no control over organization.
- Exhibits no control over sentence formation; word choice is inaccurate across the response.
- Characterized by misspellings, missing words, and incorrect word order; errors in grammar, spelling, and mechanics severely impede understanding across the response.

Grade 4 Sample 1—Basic Performance

Narrative

One morning a child looks out the window and discovers that a huge castle has appeared overnight. The child rushes outside to the castle and hears strange sounds coming from it. Someone is living in the castle!

The castle door creaks open. The child goes in.

Write a story about who the child meets and what happens inside the castle.

The child went inside the castle and there he, meet a ram standing on its back two feet garding the castle. The child was scard but he found out the ram was nice, and they became friends.

Probability of a score of 2	
Basic	90%
Proficient	100%
Advanced	100%

Score

2 = Uneven (may be characterized by one or more of the following:)

- Attempts to tell a story but tells only part of a story, gives a plan for a story, or is listlike.
- Lacks a clear progression of events; elements may not fit together or be in sequence.
- Exhibits uneven control over sentence boundaries and may have some inaccurate word choices.
- Errors in grammar, spelling, and mechanics sometimes interfere with understanding.

Grade 4 Sample 2—Basic Performance

Persuasive

Open the envelope labeled **K** and take out *the letter.*

To My Best Friend,

You are my best and only friend because only you can see or hear me. To everyone else, I am completely invisible.

Last night on my tenth birthday I figured out how to make myself visible. But I'm afraid. I like living in your imagination. I'm not too sure I'd like living in the real world. Who will take care of me? What would I do for fun? Who would be my friend besides you?

Do you think I should become visible? Why do you think I should? Besides being with you, what is so great about being visible?

Sincerely,

Your confused friend

Pretend this letter is from an imaginary friend that you have had since kindergarten. Read the letter. Think about what you could say that would help your friend decide to become visible.

Probability of a score of 3	
Basic	64%
Proficient	96%
Advanced	100%

Score

3 = Sufficient

- Takes a clear position and develops clear support that is generally related to the issue.
- Generally organized.
- Generally has simple sentences and simple word choice; may exhibit uneven control over sentence boundaries.
- Has sentences that consist mostly of complete, clear, distinct thoughts; errors in grammar, spelling, and mechanics generally do not interfere with understanding.

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Grade 4 Sample 2—Basic Performance, continued

On the lined pages in your test booklet, write a letter to your imaginary friend. Convince your friend to become visible. In your letter, use details and examples.

To my invisible best friend,

I think you should become visible because you can have more friends, and you can play whith me and my other friends. I think I would like you better if you were visible. I could intraduce you to my other friends. They would be glad to meet you. You could be a good friend to everyone. I know I would like you better if you were visible.

Sincerely,

Your Best Friend

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Grade 4 Sample 3—Proficient Performance

Narrative

One morning a child looks out the window and discovers that a huge castle has appeared overnight. The child rushes outside to the castle and hears strange sounds coming from it. Someone is living in the castle!

The castle door creaks open. The child goes in.

Write a story about who the child meets and what happens inside the castle.

Once a child named Marnae woke up and saw a castle! Marnae rushed up to it and heard strange noises ... Someone is living in the castle! The door is open so Marnae went inside. She sees a suit of armor that is dusty. Marnae decides to explore. She sees a table with food on it so she eats and goes outside. She sees footprints in the garden. Marnae follows them and finds a sword. She picked it up and carries it inside. Then she went up to one of the towers and finds a man's bed that is unmade. Marnae goes into another tower and sees a knight! She finds out the knight has time traveled from the Middle Ages. He was living in the bushes but then got tired of it. Marnae gave him his sword and went home and told her parents. Her parents didn't believe her and thought she made it up. Marnae know its' true but doesnt tell anyone else

Probability of a score of 4	
Basic	48%
Proficient	96%
Advanced	100%

Score

4 = Skillful

- Tells a clear story with some development, including some relevant descriptive details.
- Events are connected in much of the response; may lack some transitions.
- Exhibits some variety in sentence structure and some specific word choices.
- Generally exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics are minor and do not interfere with understanding.

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Grade 4 Sample 4—Proficient Performance

Informative

We all have favorite objects that we care about and would not want to give up.

Think of one object that is important or valuable to you. For example, it could be a book, a piece of clothing, a game, or any object you care about.

Write about your favorite object. Be sure to describe the object and explain why it is valuable or important to you.

I think a computer is valuable to me. It tells me facts and other stuff. It has lots of games in its system. You get to do what ever you want to do on the computer. It is a lot of money for a computer. A computer is important to me. A computer has a dictionary in side of it. Most computers are over one thous dollars. When ever I need help I look at the computer.

Probability of a score of 3	
Basic	43%
Proficient	91%
Advanced	100%

Score

3 = Sufficient

- Clear but sparsely developed; may have few details.
- Provides a clear sequence of information; provides pieces of information that are generally related to each other.
- Generally has simple sentences and simple word choice; may exhibit uneven control over sentence boundaries.
- Has sentences that consist mostly of complete, clear, distinct thoughts; errors in grammar, spelling, and mechanics generally do not interfere with understanding.

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Grade 4 Sample 5—Advanced Performance

Narrative

One morning a child looks out the window and discovers that a huge castle has appeared overnight. The child rushes outside to the castle and hears strange sounds coming from it. Someone is living in the castle!

The castle door creaks open. The child goes in.

Write a story about who the child meets and what happens inside the castle.

The Castle

When the boy went inside he saw a huge man dressed in armor. The man said "What are you doing in here?"

The boy replied "Your castle is in my backyard Sir."

"It is? Well in that case I suppose you are the King of this land."

"Well um actualy I'm just a little boy."

"Nonsence! You are king and therefore you must live in a castle. You may live in this one."

"Thank you," replied the boy. From then on the boy lived in the castle with the knight. They played together and were happy for the rest of their lives.

The End

Probability of a score of 5	
Basic	0%
Proficient	7%
Advanced	58%

Score

5 = Excellent

- Tells a well-developed story with relevant descriptive details.
- Events are well connected and tie the story together with transitions.
- Sustains varied sentence structure and exhibits specific word choices.
- Exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

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Grade 4 Sample 6—Advanced Performance

Informative

We all have favorite objects that we care about and would not want to give up.

Think of one object that is important or valuable to you. For example, it could be a book, a piece of clothing, a game, or any object you care about.

Write about your favorite object. Be sure to describe the object and explain why it is valuable or important to you.

An object that is important to me is my Blanket Buddy. I have owened it all my life. It is a stuffed (not anymore) cow made out of blankets. Now, its more of a wash cloth buddy because my mom has had to patch it up^ He doesn't have much stuffing in him because I squeese him, hug him, and play with him. I will never throw him out or give him away because my grandmother gave it to me the day I was born. Now, my parents say I am too old to have it, but I'll never give it away, although he is 10 years old.

He has had alot of holes

Probability of a score of 4	
Basic	3%
Proficient	31%
Advanced	87%

Score

4 = Skillful

- Develops ideas with some specific, relevant details.
- Clearly organized; information is presented in an orderly way but response may lack transitions.
- Exhibits some variety in sentence structure and some specific word choices.
- Generally exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

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Grade 8 Scoring Guides

Grade 8 Narrative Scoring Guide

5 = Excellent

- Tells a clear story that is well-developed and shaped with well-chosen details across the response.
- The story is well organized with strong transitions.
- Sustains variety in sentence structure and exhibits good word choice.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

4 = Skillful

- Tells a clear story that is developed and shaped with details in parts of the response.
- The story is clearly organized, but may lack some transitions and/or have occasional lapses in continuity.
- Exhibits some variety in sentence structure and some good word choices.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

3 = Sufficient

- Tells a clear story that is developed with some details.
- The parts of the story are generally related, but there are few or no transitions.
- Exhibits control over sentence boundaries and sentence structure, but sentences and word choice may be simple and unvaried.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Attempts to tell a story, but parts of the story are unclear, undeveloped, listlike, or repetitive, OR offers no more than a well-written beginning.
- Unevenly organized; parts of the story may be unrelated to one another.
- Exhibits uneven control over sentence boundaries and sentence structure; may exhibit some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Attempts to tell a story, but the attempt may be a fragment or very undeveloped.
- Very disorganized throughout the response, OR too brief to detect organization.
- Minimal control over sentence boundaries and sentence structure; word choice may often be inaccurate.
- Errors in grammar or usage (such as missing words, incorrect word use, or word order), spelling, and punctuation interfere with understanding in much of the response.

0 = Unsatisfactory (may be characterized by one or more of the following:)

- Responds to prompt, but provides little or no coherent content, OR merely paraphrases the prompt.
- Has no apparent organization, OR consists of a single statement.

- Minimal or no control over sentence boundaries and sentence structure; word choice may be inaccurate in much or all of the response.
- A multiplicity of errors in grammar or usage (such as missing words, incorrect word use, or word order), spelling, and punctuation severely impedes understanding across the response.

Grade 8 Informative Scoring Guide

5 = Excellent

- Develops and shapes information with well-chosen details across the response.
- Well organized with strong transitions.
- Sustains variety in sentence structure and good word choice.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

4 = Skillful

- Develops and shapes information with details in parts of the response.
- Clearly organized, but may lack some transitions or have occasional lapses in continuity.
- Exhibits some variety in sentence structure and some good word choices.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

3 = Sufficient

- Develops information with some details.
- Organized with ideas that are generally related, but has few or no transitions.
- Exhibits control over sentence boundaries and sentence structure, but sentences and word choice may be simple and unvaried.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Presents some clear information, but is listlike, undeveloped, or repetitive, OR offers no more than a well-written beginning.
- Unevenly organized; may be disjointed.
- Exhibits uneven control over sentence boundaries and sentence structure; may have some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Presents fragmented information, OR may be very repetitive, OR may be very undeveloped.
- Very disorganized; thoughts are tenuously connected, OR the response is too brief to detect organization.
- Minimal control over sentence boundaries and sentence structure; word choice may often be inaccurate.
- Errors in grammar or usage (such as missing words, incorrect word use, or word order), spelling, and punctuation interfere with understanding in much of the response.

0 = Unsatisfactory (may be characterized by one or more of the following:)

- Attempts to respond to prompt, but provides little or no coherent information; may only paraphrase the prompt.
- Has no apparent organization, OR consists of a single statement.
- Minimal or no control over sentence boundaries and sentence structure; word choice may be inaccurate in much or all of the response.
- Multiple errors in grammar or usage (such as missing words, incorrect word use, or word order), spelling, and punctuation severely impede understanding across the response.

Grade 8 Persuasive Scoring Guide

5 = Excellent

- Takes a clear position and develops it consistently with well-chosen reasons and/or examples across the response.
- Well organized with strong transitions.
- Sustains variety in sentence structure and exhibits good word choice.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

4 = Skillful

- Takes a clear position and develops it with reasons or examples in parts of the response.
- Clearly organized, but may lack some transitions or have occasional lapses in continuity.
- Exhibits some variety in sentence structure and some good word choices.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

3 = Sufficient

- Takes a clear position and supports it with some reasons or examples.
- Organized with ideas that are generally related, but there are few or no transitions.
- Exhibits control over sentence boundaries and sentence structure, but sentences and word choice may be simple and unvaried.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Takes a position and offers support, but may be unclear, repetitive, listlike, or undeveloped.
- Unevenly organized; may be disjointed.
- Exhibits uneven control over sentence boundaries and sentence structure; may have some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Takes a position, but may be very unclear, very undeveloped, or very repetitive.
- Very disorganized; thoughts are tenuously connected, OR the response is too brief to detect organization.
- Minimal control over sentence boundaries and sentence structure; word choice may often be inaccurate.
- Errors in grammar or usage (such as missing words, incorrect word use, or word order), spelling, and punctuation interfere with understanding in much of the response.

0 = Unsatisfactory (may be characterized by one or more of the following:)

- Attempts to take a position (addresses topic) but is incoherent, OR takes a position but provides no support; may only paraphrase the prompt.
- Has no apparent organization, OR consists of a single statement.
- Minimal or no control over sentence boundaries and sentence structure; word choice may be inaccurate in much or all of the response.
- Multiple errors in grammar or usage (such as missing words, incorrect word use, or word order), spelling, and punctuation severely impede understanding across the response.

Grade 8 Sample 1—Basic Performance

Persuasive

Many people think that students are not learning enough in school. They want to shorten most school vacations and make students spend more of the year in school. Other people think that lengthening the school year and shortening vacations is a bad idea because students use their vacations to learn important things outside of school.

What is your opinion?

Write a letter to your school board either in favor of or against lengthening the school year. Give specific reasons to support your opinion that will convince the school board to agree with you.

Probability of a score of 2	
Basic	92%
Proficient	100%
Advanced	100%

Score

2 = Uneven (may be characterized by one or more of the following:)

- Takes a position and offers support, but may be unclear, repetitive, listlike, or undeveloped.
- Unevenly organized; may be disjointed.
- Exhibits uneven control over sentence boundaries and sentence structure; may have some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

Dear School board,

My name is "John Doe" and I think that you should let us keep our vacation as they are. We are doing fine as we are. If you think were not doing as we are supposed to do then thats your opinion. Besides even if not if you don't do good your vacation is shortened any way because you will have to go to summerschool and make your grades up. Even if you dont have to go you can go any way and you say not all people go to summer school well thats true but. Mostly who ever doesn't already has good grades or they don't care about it so lengthing it will still be even worse because that gives them more time to make mistakes and lower their grade. In my opinion I would like to have school every other day so that when you go to school one day you might do your homework that night but don't finish it the next day if you don't have school you can finish it and then go play even longer so you will get your A

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Grade 8 Sample 1—Basic Performance, continued

and your play. Also if you want to get us smarter you could just teach us all this stuff at an early age and as we begin to grow we will know high school stuff in the 4th or 5th grade.

Grade 8 Sample 2—Basic Performance

Informative

A public television network is seeking ideas for a new series of shows that would be educational for teenagers. The series will include ten one-hour episodes and will be shown once a week. Some of the titles under consideration are:

"Great Cities of the World"
"Women in History"
"Nature Walks"
"American Legends"

Choose one of these titles. Write a letter to the network president describing your ideas for a new educational series. In your letter, describe what one episode might be like. Use specific examples of what information you would include in the episode so the network president will be able to imagine what the series would be like.

Dear Mr. President

I think you should do a show on "Nature Walks!" Sometime's I take nature walks and I think it would be nice for the people in the city that can't take nature walks to be able to see one on TV.

You could do one episode in Pike county. You could have an episode in the rain forest. And a nother one in Africa. You should have a profesonel hiker to teach people what to do if there in troble.

Probability of a score of 2	
Basic	86%
Proficient	99%
Advanced	100%

Score

2 = Uneven (may be characterized by one or more of the following:)

- Presents some clear information, but is listlike, undeveloped, or repetitive, OR offers no more than a well-written beginning.
- Unevenly organized; may be disjointed.
- Exhibits uneven control over sentence boundaries and sentence structure; may have some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

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Grade 8 Sample 2—Basic Performance, continued

Or if they want to make it fun. You do not have to do this is just my suggestions. But I would do in on "Nature Walks".

Sincerely, Anonoys

Grade 8 Sample 3—Proficient Performance

Narrative

Imagine this situation!

> A noise outside awakens you one night. You look out the window and see a spaceship. The door of the spaceship opens, and out walks a space creature. What does the creature look like? What does the creature do? What do you do?

Write a story about what happens next.

I was frightned and I began to wonder what in the world does this Alien want with me. The Alien went to my front door I ran downsteirs and opened it and asked "what do you want from me?" He said "my spaceship broke down and I need a place to stay until I get it fixed." I said "my parents would never approve of it." I told him "he could stay only if he promises to never come out of my room." He agreed and said o.k." The next day came and as I awoke I went downstairs but then I remembered the weird dream I had. I went into my room and there was the Alien! I said "It wasn't a dream?"

Probability of a score of 4	
Basic	9%
Proficient	56%
Advanced	98%

Score

4 = Skillful

- Tells a clear story that is developed and shaped with details in parts of the response.
- The story is clearly organized, but may lack some transitions and/or have occasional lapses in continuity.
- Exhibits some variety in sentence structure and some good word choices.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

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Grade 8 Sample 3—Proficient Performance, continued

"No" said the Alien. I was horrified I knew my parents would find out. I went downstairs and told him "to stay there in my room. I asked him "what do Aliens eat?" He said "bugs!" I said o.k. I'll be right back." Later that day I said "how do we fix your spaceship?" He said easy I just need some fuel about 3,000 gallons "what" I screamed 3,000 gallons was a lot of gas to get and very expensive. I started collecting money and doing chores. I figured it was about $400.00 and I was only at 140.00 I knew this Alien was going to have to stay awhile. Over the weeks we became friends and I finally collected $400.00. As he left I said "I'm going to miss you and remember to come back and see me some time."

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Grade 8 Sample 4—Proficient Performance

Persuasive

Many people think that students are not learning enough in school. They want to shorten most school vacations and make students spend more of the year in school. Other people think that lengthening the school year and shortening vacations is a bad idea because students use their vacations to learn important things outside of school.

What is your opinion?

Write a letter to your school board either in favor of or against lengthening the school year. Give specific reasons to support your opinion that will convince the school board to agree with you.

Dear School Board,

I am aware that you are to make a decision on whether or not to lengthen the school year. As a student, I would not like the year to be longer. I have many reasons for this. One reason is: we already spend more time at school than we do at home with our family. If we had to go to school for an even longer period of time, then we would get to see our family very little. Another reason would be that we would be under a lot of pressure. We wouldn't have as much time to do other things that we need to do. The next reason is we wouldn't be as happy. We wouldn't be able to spend time with our friend's outside of school. I also believe that more kids would drop out of school because they were under too much pressure. More time in school would mean more homework and less relaxing time. Please consider my standings and use them in making your decision.

Sincerely,

A Student

Probability of a score of 3	
Basic	42%
Proficient	95%
Advanced	100%

Score

3 = Sufficient

- Takes a clear position and supports it with some reasons or examples.
- Organized with ideas that are generally related, but there are few or no transitions.
- Exhibits control over sentence boundaries and sentence structure, but sentences and word choice may be simple and unvaried.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

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Grade 8 Sample 5—Advanced Performance

Narrative

Imagine this situation!

A noise outside awakens you one night. You look out the window and see a spaceship. The door of the spaceship opens, and out walks a space creature. What does the creature look like? What does the creature do? What do you do?

Write a story about what happens next.

The two headed, green checkered alien walked onto my yard. I wasn't sure what he was doing. It looked as if he lost something. His two heads swung back and forth frantically with all 12 of his eyes wide open.

I stepped back from the window, worried. I have to tell someone about this!, I thought. Is this alien dangerous? Is he or she angry? All these questions raced through my mind as I peeked out my window again.

I looked at my lawn. Where is he?! I put my head more out my window. The monster wasn't in my driveway, in the street, or on his spaceship.

As I searched, someone tapped me on my back. I looked around slowly to find the alien!! I jumped away from the creature. His bright purple eyes examined me like he was getting hungry.

Sweat poured down my face and a knot tightened in my stomach as I, paralyzed with fear, stood against the wall.

The creature opened his mouth. Oh no he's going to eat me!!

"Have you seen a little boy, looks like me, but his tentacles are shorter and he's wearing a orange jacket" the alien said.

Probability of a score of 5	
Basic	0%
Proficient	16%
Advanced	75%

Score

5 = Excellent

- Tells a clear story that is well-developed and shaped with well-chosen details across the response.
- The story is well organized with strong transitions.
- Sustains variety in sentence structure and exhibits good word choice.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

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"What?" I asked, stunned that this...this thing from another planet could speak in my language.
"Have you seen my son?" the creature asked impatiently.
"No...no," I stammered out.
"Oh great. The missus is going to kill me!" The alien mumbled. He floated away from me out the window. He landed near his spaceship. I watched him hover to the door, mumbling to himself. The door closed and the spaceship flew off over my town. Did anyone else see this, I wondered.
"I guess everyone makes mistakes", I said. "Even aliens from outer space."

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Grade 12 Scoring Guides

Grade 12 Narrative Scoring Guide

5 = Excellent

- Tells a clear story that is consistently well-developed and detailed; details enhance story being told.
- Well organized; integrates narrative events into a smooth telling; effective transitions move the story forward.
- Consistently exhibits variety in sentence structure and precision in word choice.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

4 = Skillful

- Tells a clear story that is well-developed and supported with pertinent details in much of the response.
- Well organized with story elements that are connected across most of the response; may have occasional lapses in transitions.
- Exhibits some variety in sentence structure and uses good word choice; occasionally, words may be used inaccurately.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

3 = Sufficient

- Tells a clear story that is developed with some pertinent details.
- Generally organized, but transitions between parts of the story may be lacking.
- Sentence structure may be simple and unvaried; word choice is mostly accurate.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Tells a story that may be clear and developed in parts; other parts are unfocused, repetitive, or minimally developed, OR is no more than a well-written beginning.
- Organized in parts of the response; other parts are disjointed or lack transitions.
- Exhibits uneven control over sentence boundaries and sentence structure; may exhibit some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Attempts to tell a story, but is very undeveloped, listlike, or fragmentary.
- Disorganized or unfocused in much of the response, OR the response is too brief to detect organization.
- Minimal control over sentence boundaries and sentence structure; word choice may often be inaccurate.
- Errors in grammar, spelling, and punctuation interfere with understanding in much of the response.

0 = Unsatisfactory (may be characterized by one or more of the following:)

- Responds to prompt but provides little or no coherent content, OR merely paraphrases the prompt.
- Little or no apparent organization.
- Minimal or no control over sentence boundaries and sentence structure; word choice may be inaccurate in much or all of the response.
- Errors in grammar, spelling, and punctuation severely impede understanding across the response.

Grade 12 Informative Scoring Guide

5 = Excellent

- Information is presented effectively and consistently supported with well-chosen details.
- Focused and well organized, with a sustained controlling idea and effective use of transitions.
- Consistently exhibits variety in sentence structure and precision in word choice; word choice enhances understanding.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

4 = Skillful

- Information is presented clearly and supported with pertinent details in much of the response.
- Well organized, but may lack some transitions.
- Exhibits some variety in sentence structure and uses good word choice.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

3 = Sufficient

- Information is presented clearly and supported with some pertinent details.
- Generally organized, but has few or no transitions between parts.
- Sentence structure may be simple and unvaried; word choice is mostly accurate.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Information is presented clearly in parts; other parts are undeveloped or repetitive, OR is no more than a well-written beginning.
- Organized in parts of the response; other parts are disjointed or lack transitions.
- Exhibits uneven control over sentence boundaries and sentence structure; may exhibit some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Provides information that is very undeveloped or listlike.
- Disorganized or unfocused in much of the response, OR is too brief to detect organization.
- Minimal control over sentence boundaries and sentence structure; word choice may often be inaccurate.
- Errors in grammar, spelling, and punctuation interfere with understanding in much of the response.

0 = Unsatisfactory (may be characterized by one or more of the following:)

- Responds to prompt but may be incoherent, OR provides very minimal information, OR merely paraphrases the prompt.
- Little or no apparent organization.
- Minimal or no control over sentence boundaries and sentence structure; word choice may be inaccurate in much or all of the response.
- Errors in grammar, spelling, and punctuation severely impede understanding across the response.

Grade 12 Persuasive Scoring Guide

5 = Excellent

- Takes a clear position and supports it consistently with well-chosen reasons or examples; may use persuasive strategy to convey an argument.
- Focused and well organized, with effective use of transitions.
- Consistently exhibits variety in sentence structure and precision in word choice.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

4 = Skillful

- Takes a clear position and supports it with pertinent reasons or examples through much of the response.
- Well organized, but may lack some transitions.
- Exhibits some variety in sentence structure and uses good word choice; occasionally, words may be used inaccurately.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

3 = Sufficient

- Takes a clear position and supports it with some pertinent reasons or examples; there is some development.
- Generally organized, but has few or no transitions between parts.
- Sentence structure may be simple and unvaried; word choice is mostly accurate.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

2 = Uneven (may be characterized by one or more of the following:)

- Takes a position and provides uneven support; may lack development in parts, be repetitive, or offer no more than a well-written beginning.
- Organized in parts of the response; other parts are disjointed or lack transitions.
- Exhibits uneven control over sentence boundaries and sentence structure; may exhibit some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

1 = Insufficient (may be characterized by one or more of the following:)

- Takes a position but is very undeveloped.
- Disorganized or unfocused in much of the response, OR clear but very brief.
- Minimal control over sentence boundaries and sentence structure; word choice may often be inaccurate.
- Errors in grammar, spelling, and punctuation interfere with understanding in much of the response.

0 = Unsatisfactory (may be characterized by one or more of the following:)

- Attempts to take a position (addresses topic) but position is very unclear, OR takes a position but provides minimal or no support; may only paraphrase the prompt.
- Little or no apparent organization.
- Minimal or no control over sentence boundaries and sentence structure; word choice may be inaccurate in much or all of the response.
- Errors in grammar, spelling, and punctuation severely impede understanding across the response.

Grade 12 Sample 1—Basic Performance

Narrative

Read the following excerpt from a poem by Walt Whitman.

> There was a child who went forth every day,
> And the first object he look'd upon, that object he became,
> And that object became part of him for the day or a certain part of the day,
> Or for many years or stretching cycles of years.

Whitman's poem suggests that certain objects become important to us and remain important to us even if we no longer have them.

Write a story in which you tell about an object that remains important to the main character over a period of years. The main character could be you or someone you know.

In your story, describe the main character's first encounter with the object, why the object is so important to the character, and how, over the years, it remains a part of the character's life.

Probability of a score of 3	
Basic	87%
Proficient	99%
Advanced	100%

Score

3 = Sufficient

- Tells a clear story that is developed with some pertinent details.
- Generally organized, but transitions between parts of the story may be lacking.
- Sentence structure may be simple and unvaried; word choice is mostly accurate.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

One day when I was in the fifth grade I use to walk home everyday about one and a half miles. We'll anyway, there was this stump at the corner where I use to rest on; getting ready to cross the four way intersection, with no crossing gard. See I was only about eleven years of age and this was my first year doing this. It was very scary to me because, I was so very young and I had no one to help me. We'll to make a long story short, that stump really ment a lot to me then and it still does now. I am eighteen years of age and everytime I see that stump it brings back memories; even though I was terrified back then but today that same stump can bring a smile to my face in split seconds. And everyday I think about that same old stump, of how it brought me those strange but couraging feelings. To say I was only eleven, and it was only my first time I handled it very well. You know;

Grade 12 Sample 1—Basic Performance, continued

that intersection is what scared me the most of all. Seeing all those cars passing, older people walking, but no one volunteered to help me. That day made me feel really brave in the end.

Grade 12 Sample 2—Basic Performance

Persuasive

Your school is sponsoring a voter registration drive for 18-year-old high school students. You and three of your friends are talking about the project Your friends say the following.

Friend 1: "I'm working on the young voters' registration drive. Are you going to come to it and register? You're all 18, so you can do it. We're trying to help increase the number of young people who vote and it shouldn't be too hard—I read that the percentage of 18- to 20-year-olds who vote increased in recent years. We want that percentage to keep going up."

Friend 2: "I'll be there. People should vote as soon as they turn 18. It's one of the responsibilities of living in a democracy."

Friend 3: "I don't know if people should even bother to register. One vote in an election isn't going to change anything."

Do you agree with friend 2 or 3? Write a response to your friends in which you explain whether you will or will not register to vote. Be sure to explain why and support your position with examples from your reading or experience. Try to convince the friend with whom you disagree that your position is the right one.

I will have to agree with Friend 1 because they are right about voting, but they don't have to make it sound like it's a big deal.

Some people at age 18 don't have to vote if they don't want too.

But they should. if you are really intrested in who the people are running, then vote.

Probability of a score of 2	
Basic	82%
Proficient	100%
Advanced	100%

Score

2= Uneven (may be characterized by one or more of the following:)

- Takes a position and provides uneven support; may lack development in parts, be repetitive, or offer no more than a well-written beginning.
- Organized in parts of the response; other parts are disjointed or lack transitions.
- Exhibits uneven control over sentence boundaries and sentence structure; may exhibit some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

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Grade 12 Sample 2—Basic Performance, continued

If you go around saying "I wouldnt vote for him because he does this, and this wrong."

Well the go vote for who you want win. Don't just sit there & discuss it.

Some people can't vote, they might have some kind of disorder that makes them unable to vote.

Some people are too lazy to vote, and people like that gives the State a bad name.

I think people should go & vote, but if they don't want too they shouldn't have too.

Sometimes people aren't interested in politics and they don't care who is running against whom.

Grade 12 Sample 3—Proficient Performance

Informative

Your school has a program in which a twelfth grader acts as a mentor for a tenth grader at the beginning of each school year. The mentor's job is to help the tenth grader have a successful experience at your school. The tenth grader you are working with is worried about being able to write well enough for high school classes.

Write a letter to your tenth grader explaining what kind of writing is expected in high school classes and what the student can do to be a successful writer in high school.

As you plan your response, think about your own writing experiences. How would you describe "good" writing? What advice about writing has been helpful to you? What writing techniques do you use?

Dear Johnny,

I understand your concern about writing requirements in high school courses. I too was once a tenth grader.

Probability of a score of 4	
Basic	23%
Proficient	78%
Advanced	99%

Score

4 = Skillful

- Information is presented clearly and supported with pertinent details in much of the response.
- Well organized, but may lack some transitions.
- Exhibits some variety in sentence structure and uses good word choice.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

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I have always been concerned about my writing, but my teachers have prepared me well. I became a better writer by using concepts I have been taught and by practice.

Through my years of school my teachers have taught me several key things to remember when writing a paper. If you are answering a question remember to address the question in your paper and actually answer it.

It is also important that you stay on topic. Many people have made the mistake of "going of on a rabbit trail," and not staying on topic. Their final copy does not sound anything like the prompt!

You should also make your paper interesting. An interesting paper will stand out from the others and will deserve a better grade. An interesting paper gives several examples, elaborates, and explains the answers, and is written in an understandable way.

I hope my few tips on writing will help you. They key is to learn a little from everyone you can and to practice all you can. Good luck in high school, I know you will do great.

Sincerely,

(Student name)

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Grade 12 Sample 4—Advanced Performance

Informative

Your school has a program in which a twelfth grader acts as a mentor for a tenth grader at the beginning of each school year. The mentor's job is to help the tenth grader have a successful experience at your school. The tenth grader you are working with is worried about being able to write well enough for high school classes.

Write a letter to your tenth grader explaining what kind of writing is expected in high school classes and what the student can do to be a successful writer in high school.

As you plan your response, think about your own writing experiences. How would you describe "good" writing? What advice about writing has been helpful to you? What writing techniques do you use?

Probability of a score of 5	
Basic	1%
Proficient	19%
Advanced	74%

Score

5 = Excellent

- Information is presented effectively and consistently supported with well-chosen details.
- Focused and well organized, with a sustained controlling idea and effective use of transitions.
- Consistently exhibits variety in sentence structure and precision in word choice; word choice enhances understanding.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

38 Literary Way
Readsville, MA
02354

Dear Tom,

First, let me congratulate you on this refreshing show of initiative. It is not often that people your age have the foresight to consider the development of their writing skills. The most important element of your quest is drive, which you have already demonstrated. With enough enthusiasm, any obstacle is surmountable. Don't be intimidated by high school writing, because its appearance is far different from its reality.

The type of writing your h.s. teachers will expect is clear, concise, analytic writing. You don't have to be a verbal genius to communicate well, and communication is the fundemental purpose of writing. When writing, concentrate on making your point, explaining it, then proving it with textual evidence or scientific data.

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Big words and complex gramatical constructs are not nessecary for good writing, and can even hinder your clarity.

Becoming a better writer requires determination, a good objective eye, and the right tools. Many bookstores sell workbooks to help you organize your thinking processes and present your ideas in an ordered format. This can help you attain specific writing goals, such as clarity or word usage, but truly elevating your verbal aptitude is much easier: through reading. A constant and steady diet of novels, magazines, textbooks, newspapers, classical literature and poetry keys you into the elements of good writing by example, in a gradual process. Pick up a good book in your free time, and you will find yourself on the road to better writing.

I hope what I have said is useful to you. Just remember to be clear and concise and to keep reading, and you will do fine whenever you need to apply writing skills.

Best of luck,

(Student name)

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Performance Data

Exhibit 1. 1998 Writing NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level

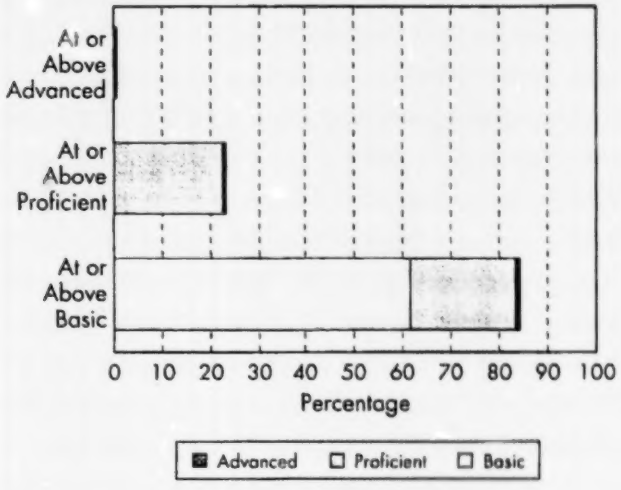


Exhibit 2. 1998 Writing NAEP, Grade 4: Percentage of Students Within Each Achievement Level

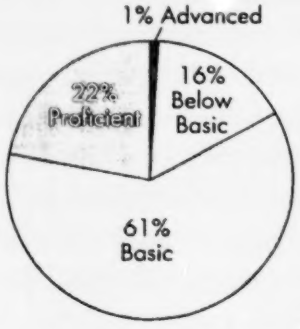


Exhibit 3. 1998 Writing NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level

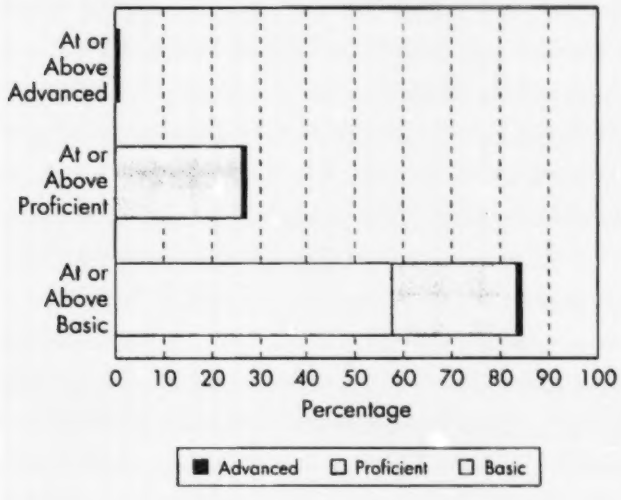


Exhibit 4. 1998 Writing NAEP, Grade 8: Percentage of Students Within Each Achievement Level

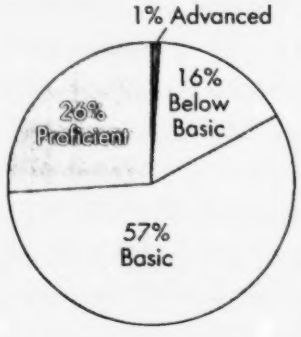


Exhibit 5. 1998 Writing NAEP, Grade 12: Percentage of Students At or Above Each Achievement Level

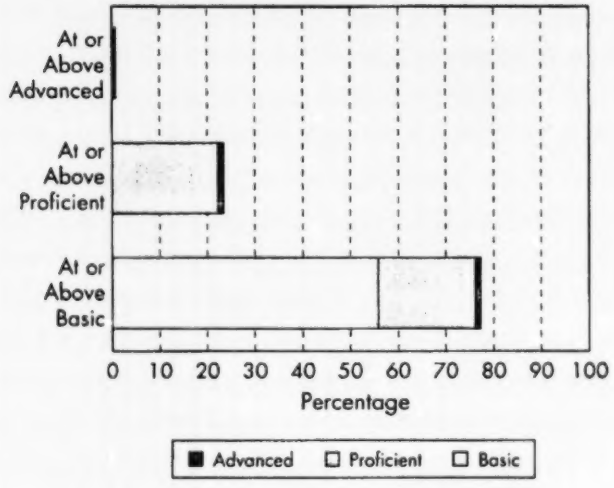


Exhibit 6. 1998 Writing NAEP, Grade 12: Percentage of Students Within Each Achievement Level

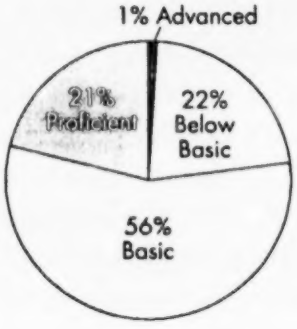
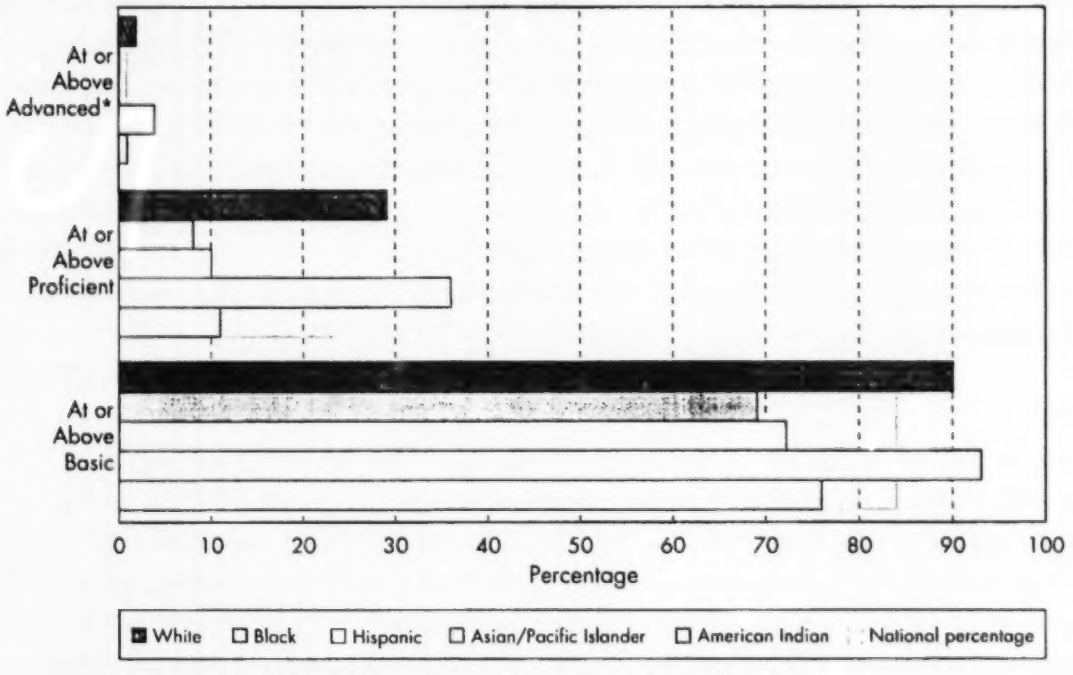
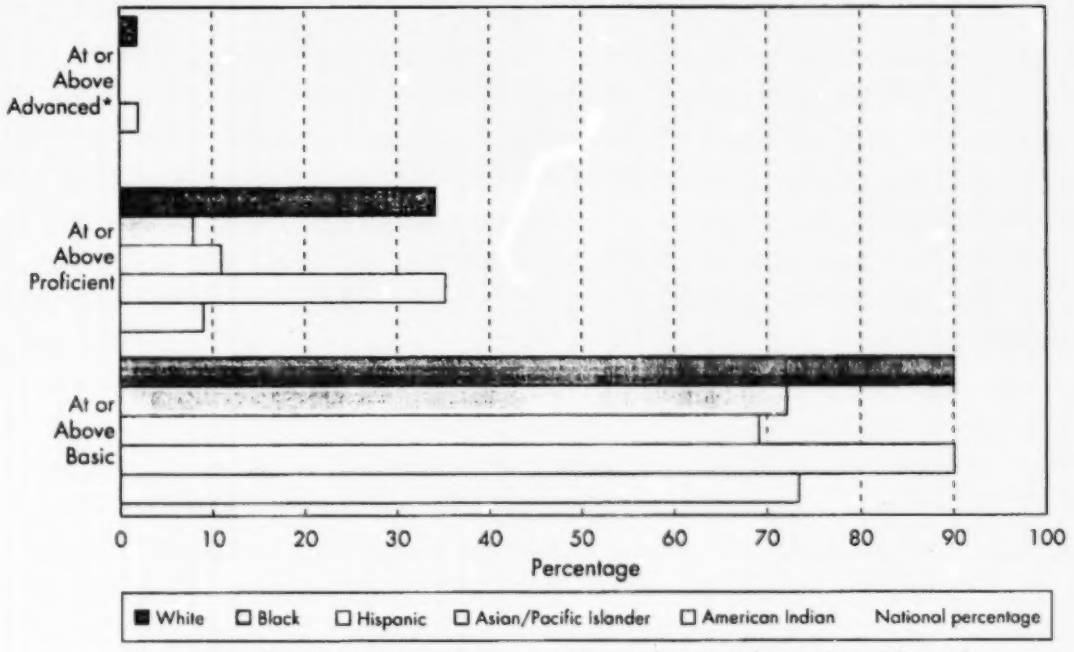


Exhibit 7. 1998 Writing NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level by Race/Ethnicity



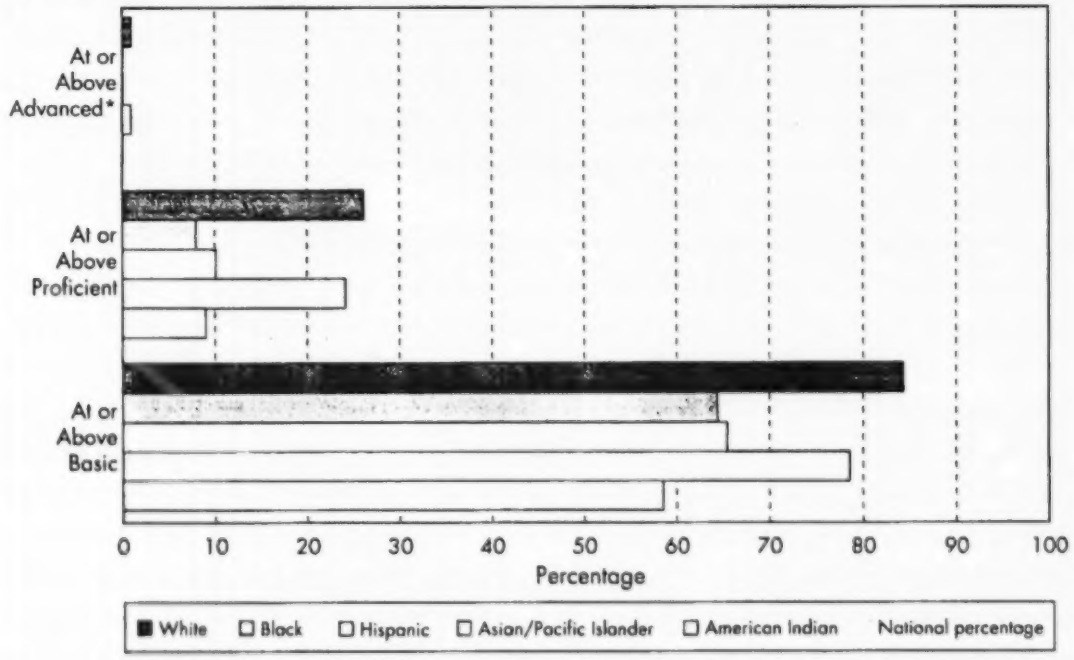
*Zero percent of Black and Hispanic students scored at or above Advanced.

Exhibit 8. 1998 Writing NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level by Race/Ethnicity



*Zero percent of Black, Hispanic, and American Indian students scored at or above Advanced.

Exhibit 9. 1998 Writing NAEP, Grade 12: Percentage of Students At or Above Each Achievement Level by Race/Ethnicity



*Zero percent of Black, Hispanic, and American Indian students scored at or above Advanced. The nature of the American Indian sample does not allow accurate determination of the variability of the statistic.

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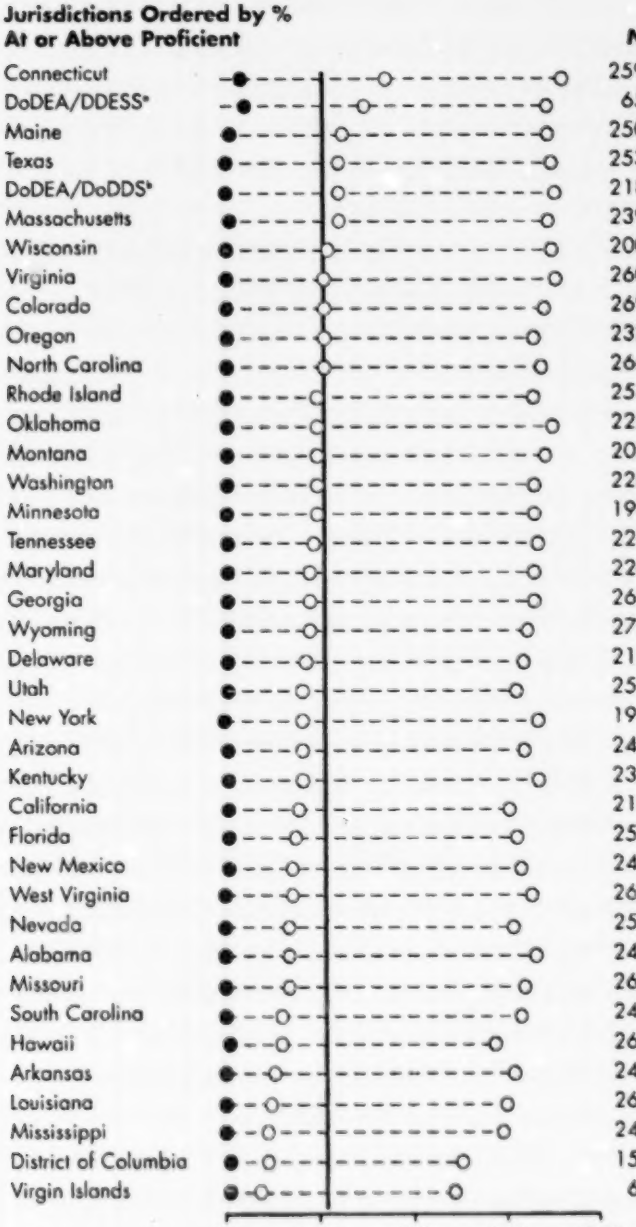
Exhibit 10. 1998 Writing NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level by Jurisdiction (Standard errors in parentheses)


0%
25%
50%
75%
100%
% at or above the Advanced Cutscore of 224
National % at or above the Proficient Cutscore
% at or above the Proficient Cutscore of 173
% at or above the Basic Cutscore of 114

Jurisdictions Ordered by % At or Above Proficient	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Connecticut	2592	5.0 (0.5)	44.0 (1.4)	91.0 (1.1)
DoDEA/DDESS*	650	6.0 (1.6)	38.0 (2.7)	87.0 (1.2)
Maine	2508	2.0 (0.5)	32.0 (1.7)	87.0 (1.5)
Texas	2530	1.0 (0.3)	31.0 (1.7)	88.0 (1.3)
DoDEA/DoDDS*	2182	1.0 (0.5)	31.0 (1.9)	89.0 (1.1)
Massachusetts	2399	2.0 (0.6)	31.0 (2.0)	87.0 (1.2)
Wisconsin	2006	1.0 (0.3)	28.0 (1.6)	88.0 (1.1)
Virginia	2605	1.0 (0.2)	27.0 (1.4)	89.0 (0.9)
Colorado	2697	1.0 (0.3)	27.0 (1.5)	86.0 (1.1)
Oregon	2323	1.0 (0.3)	27.0 (1.5)	83.0 (1.4)
North Carolina	2669	1.0 (0.4)	27.0 (1.7)	85.0 (1.2)
Rhode Island	2516	1.0 (0.4)	25.0 (1.2)	83.0 (1.4)
Oklahoma	2258	1.0 (0.2)	25.0 (1.7)	88.0 (1.2)
Montana	2024	1.0 (0.2)	25.0 (1.9)	86.0 (1.3)
Washington	2286	1.0 (0.4)	25.0 (1.9)	83.0 (1.4)
Minnesota	1980	1.0 (0.3)	25.0 (2.1)	83.0 (1.4)
Tennessee	2275	1.0 (0.3)	24.0 (1.9)	84.0 (1.6)
Maryland	2263	1.0 (0.3)	23.0 (1.6)	83.0 (1.6)
Georgia	2605	1.0 (0.2)	23.0 (1.7)	83.0 (1.2)
Wyoming	2726	1.0 (0.4)	23.0 (1.7)	81.0 (1.5)
Delaware	2119	1.0 (0.5)	22.0 (1.6)	80.0 (1.2)
Utah	2588	1.0 (0.2)	21.0 (1.2)	78.0 (1.2)
New York	1981	0.0 (0.2)	21.0 (1.5)	84.0 (1.5)
Arizona	2499	1.0 (0.2)	21.0 (1.7)	80.0 (1.6)
Kentucky	2341	1.0 (0.5)	21.0 (1.8)	84.0 (1.0)
California	2157	1.0 (0.3)	20.0 (1.7)	76.0 (1.6)
Florida	2574	1.0 (0.2)	19.0 (1.8)	78.0 (1.1)
New Mexico	2426	1.0 (0.2)	18.0 (1.4)	79.0 (1.1)
West Virginia	2611	0.0 (0.2)	18.0 (1.7)	82.0 (1.5)
Nevada	2553	0.0 (0.2)	17.0 (1.0)	77.0 (1.2)
Alabama	2449	0.0 (0.2)	17.0 (1.3)	83.0 (1.3)
Missouri	2621	0.0 (0.1)	17.0 (1.4)	80.0 (1.5)
South Carolina	2469	0.0 (0.1)	15.0 (1.0)	79.0 (1.5)
Hawaii	2647	1.0 (0.3)	15.0 (1.1)	72.0 (1.1)
Arkansas	2462	0.0 (0.2)	13.0 (1.1)	77.0 (1.5)
Louisiana	2653	0.0 (0.1)	12.0 (1.0)	75.0 (1.8)
Mississippi	2401	0.0 (*)	11.0 (0.9)	74.0 (1.6)
District of Columbia	1592	1.0 (0.3)	11.0 (1.1)	63.0 (1.9)
Virgin Islands	614	1.0 (*)	9.0 (2.1)	61.0 (3.9)

(*)Standard error estimates cannot be precisely determined.
*DoDEA/DDESS: Department of Defense Educational Activity/ Department of Defense Domestic Dependent Elementary and Secondary Schools
*DoDEA/DoDDS: Department of Defense Educational Activity/ Department of Defense Dependent Schools (Overseas)

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Exhibit 11. 1998 Writing NAEP, Grade 8: Percentage of Students in Each Participating Jurisdiction At or Above Each Achievement Level, by Race/Ethnicity (Standard errors in parentheses)

Note: Data were collected in each participating state on the number of White, Black, Hispanic, Asian/Pacific Islander, and American Indian students who took the NAEP. If the sample size of one or more of these populations was too small to produce accurate data, the categories were omitted for the state in the table below.

Population	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Alabama total	2449	0 (0.2)	17 (1.3)	83 (1.3)
White	1552	0.43 (0.23)	22.66 (1.46)	89.79 (1.14)
Black	726	0.08 (*)	5.89 (1.64)	72.32 (2.75)
Hispanic	108	0.00 (*)	8.13 (5.57)	64.09 (6.47)
Arizona total	2499	1 (0.2)	21 (1.7)	80 (1.6)
White	1314	0.98 (0.40)	28.89 (2.33)	89.22 (1.54)
Black	105	0.00 (*)	5.95 (4.17)	59.12 (6.49)
Hispanic	824	0.07 (*)	9.73 (1.40)	68.50 (2.45)
Asian/Pacific Islander	68	0.81 (*)	36.42 (8.15)	83.59 (4.98)
American Indian	184	0.00 (*)	9.49 (5.75)	66.14 (7.10)
Arkansas total	2462	0 (0.2)	13 (1.1)	77 (1.5)
White	1716	0.35 (0.20)	16.76 (1.52)	83.12 (1.50)
Black	567	0.00 (*)	3.71 (1.24)	59.86 (2.07)
Hispanic	113	0.17 (*)	6.84 (3.09)	54.92 (6.58)
California total	2157	1 (0.3)	20 (1.7)	76 (1.6)
White	806	2.10 (0.52)	31.93 (2.86)	88.97 (1.47)
Black	144	0.34 (*)	11.46 (3.70)	73.36 (5.05)
Hispanic	924	0.17 (*)	6.68 (1.25)	62.06 (2.47)
Asian/Pacific Islander	236	2.89 (1.55)	37.82 (5.54)	89.07 (2.46)
Colorado total	2697	1 (0.3)	27 (1.5)	86 (1.1)
White	1867	1.27 (0.46)	32.16 (1.93)	90.97 (0.90)
Black	123	0.15 (*)	9.08 (4.57)	72.98 (5.93)
Hispanic	560	0.17 (*)	11.22 (1.41)	70.04 (2.98)
Asian/Pacific Islander	107	2.04 (*)	36.54 (6.35)	92.61 (3.34)
Connecticut total	2592	5 (0.5)	44 (1.4)	91 (1.1)
White	1909	5.59 (0.65)	53.18 (1.65)	95.22 (0.62)
Black	294	0.82 (*)	14.91 (2.90)	76.62 (3.64)
Hispanic	310	1.34 (0.84)	15.99 (3.71)	76.25 (4.11)
Delaware total	2119	1 (0.5)	22 (1.6)	80 (1.2)
White	1368	1.58 (0.77)	28.74 (2.38)	85.34 (1.35)
Black	494	0.20 (*)	8.86 (2.11)	70.00 (3.57)
Hispanic	170	0.23 (*)	13.88 (4.44)	70.85 (5.97)
District of Columbia total	1592	1 (0.3)	11 (1.1)	63 (1.9)
White	70	3.99 (*)	43.19 (8.97)	80.00 (8.38)
Black	1311	0.26 (*)	9.63 (1.38)	63.28 (1.83)
Hispanic	155	0.76 (*)	7.81 (3.94)	56.87 (6.77)
DoDEA/DDESS[a] total	650	6 (1.6)	38 (2.7)	87 (1.2)
White	267	8.27 (2.76)	46.26 (4.15)	90.42 (2.25)
Black	170	3.03 (1.93)	26.25 (4.84)	83.25 (4.23)
Hispanic	176	3.53 (1.78)	32.21 (5.27)	84.51 (3.56)
DoDEA/DoDDS[b] total	2182	1 (0.5)	31 (1.9)	89 (1.1)
White	1012	1.64 (0.80)	36.81 (2.79)	91.30 (1.01)
Black	392	0.61 (*)	22.29 (3.44)	86.16 (2.87)
Hispanic	365	1.41 (0.81)	26.86 (3.57)	87.33 (3.57)
Asian/Pacific Islander	312	1.40 (0.96)	33.72 (6.89)	91.59 (2.50)

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Exhibit 11. 1998 Writing NAEP, Grade 8 (continued)

Population	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Florida total	2574	1 (0.2)	19 (1.8)	78 (1.1)
White	1337	0.92 (0.42)	26.53 (2.20)	85.49 (1.34)
Black	662	0.14 (*)	7.38 (1.66)	66.19 (2.61)
Hispanic	464	0.42 (*)	13.91 (2.88)	74.15 (2.33)
Asian/Pacific Islander	73	1.64 (*)	36.04 (5.97)	88.67 (4.45)
Georgia total	2605	1 (0.2)	23 (1.7)	83 (1.2)
White	1481	0.95 (0.38)	31.31 (2.29)	90.51 (1.16)
Black	903	0.11 (*)	9.04 (1.40)	72.06 (2.35)
Hispanic	130	0.44 (*)	10.41 (3.42)	61.77 (5.93)
Asian/Pacific Islander	66	2.33 (*)	28.33 (6.94)	84.50 (5.96)
Hawaii total	2647	1 (0.3)	15 (1.1)	72 (1.1)
White	407	0.47 (*)	18.54 (2.92)	77.17 (3.49)
Black	78	0.00 (*)	6.57 (4.55)	61.23 (10.22)
Hispanic	307	0.00 (*)	4.68 (1.88)	58.47 (4.27)
Asian/Pacific Islander	1768	0.84 (0.48)	16.51 (1.39)	74.52 (1.25)
Kentucky total	2341	1 (0.5)	21 (1.8)	84 (1)
White	2005	0.67 (0.39)	22.70 (1.80)	86.24 (0.99)
Black	218	0.09 (*)	6.89 (2.42)	71.92 (4.13)
Hispanic	70	1.01 (*)	10.33 (4.75)	58.70 (6.17)
Louisiana total	2653	0 (0.1)	12 (1)	75 (1.8)
White	1457	0.30 (0.21)	17.44 (1.41)	86.15 (1.70)
Black	1008	0.00 (*)	3.73 (1.02)	62.09 (3.49)
Hispanic	126	0.15 (*)	5.29 (2.93)	55.28 (4.74)
Maine total	2508	2 (0.5)	32 (1.7)	87 (1.5)
White	2300	2.14 (0.54)	33.01 (1.84)	87.09 (1.29)
Maryland total	2263	1 (0.3)	23 (1.6)	83 (1.6)
White	1230	0.99 (0.44)	32.50 (2.04)	90.06 (1.31)
Black	755	0.11 (*)	7.49 (2.37)	72.52 (2.93)
Hispanic	146	0.18 (*)	8.37 (2.95)	67.66 (5.48)
Asian/Pacific Islander	86	4.22 (*)	39.80 (7.44)	94.91 (2.72)
Massachusetts total	2399	2 (0.6)	31 (2)	87 (1.2)
White	1871	2.60 (0.69)	36.34 (2.13)	91.05 (1.06)
Black	131	0.14 (*)	8.92 (3.59)	77.46 (4.45)
Hispanic	260	0.28 (*)	6.63 (1.84)	63.38 (4.81)
Asian/Pacific Islander	115	1.16 (*)	36.87 (7.16)	92.16 (3.16)
Minnesota total	1980	1 (0.3)	25 (2.1)	83 (1.4)
White	1625	0.89 (0.33)	27.94 (2.35)	86.86 (1.14)
Black	96	0.14 (*)	8.52 (3.91)	60.02 (13.02)
Hispanic	117	0.00 (*)	5.42 (3.55)	55.07 (5.78)
Asian/Pacific Islander	95	0.69 (*)	16.12 (5.51)	72.73 (5.89)
Mississippi total	2401	0 (*)	11 (0.9)	74 (1.6)
White	1150	0.27 (*)	17.96 (1.45)	85.53 (1.92)
Black	1074	0.03 (*)	4.16 (1.03)	64.93 (2.28)
Hispanic	121	0.00 (*)	1.49 (*)	43.34 (10.77)
Missouri total	2621	0 (0.1)	17 (1.4)	80 (1.5)
White	2103	0.34 (0.15)	20.20 (1.67)	83.38 (1.50)
Black	341	0.00 (*)	4.37 (1.94)	63.71 (4.09)
Hispanic	109	0.00 (*)	4.13 (2.02)	54.66 (7.03)
Montana total	2024	1 (0.2)	25 (1.9)	86 (1.3)
White	1743	1.26 (0.32)	27.30 (2.02)	88.15 (1.16)
Hispanic	122	0.00 (*)	9.83 (5.50)	73.01 (8.63)
American Indian	105	0.15 (*)	14.59 (4.45)	71.87 (6.05)

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Exhibit 11. 1998 Writing NAEP, Grade 8 (continued)

Population	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Nevada total	2553	0 (0.2)	17 (1)	77 (1.2)
White	1515	0.70 (0.34)	21.87 (1.26)	84.48 (1.03)
Black	205	0.19 (*)	9.07 (3.84)	73.27 (4.93)
Hispanic	603	0.06 (*)	6.52 (1.70)	60.32 (3.32)
Asian/Pacific Islander	143	0.13 (*)	19.04 (6.28)	86.55 (4.11)
American Indian	87	0.20 (*)	12.27 (3.55)	71.83 (9.52)
New Mexico total	2426	1 (0.2)	18 (1.4)	79 (1.1)
White	866	1.53 (0.57)	28.60 (2.38)	87.86 (1.35)
Black	64	0.00 (*)	11.85 (5.96)	70.33 (7.49)
Hispanic	1250	0.33 (*)	11.59 (1.38)	73.71 (1.55)
American Indian	210	0.09 (*)	10.89 (2.21)	72.19 (3.81)
New York total	1981	0 (0.2)	21 (1.5)	84 (1.5)
White	1064	0.36 (0.21)	30.02 (2.24)	93.20 (1.02)
Black	358	0.00 (*)	6.85 (2.17)	73.28 (4.34)
Hispanic	428	0.05 (*)	6.49 (1.36)	68.62 (3.20)
Asian/Pacific Islander	88	0.93 (*)	26.43 (7.77)	81.71 (4.72)
North Carolina total	2669	1 (0.4)	27 (1.7)	85 (1.2)
White	1653	2.02 (0.60)	35.49 (2.21)	89.89 (1.27)
Black	731	0.11 (*)	10.60 (1.55)	75.75 (2.31)
Hispanic	127	1.09 (*)	20.88 (5.57)	70.16 (4.57)
American Indian	94	0.41 (*)	17.44 (5.76)	77.30 (9.25)
Oklahoma total	2258	1 (0.2)	25 (1.7)	88 (1.2)
White	1652	0.74 (0.25)	29.65 (1.61)	91.66 (1.18)
Black	164	0.00 (*)	6.93 (4.15)	75.06 (5.31)
Hispanic	170	0.00 (*)	8.19 (3.26)	75.48 (6.00)
American Indian	225	0.00 (*)	14.56 (3.45)	83.51 (2.92)
Oregon total	2323	1 (0.3)	27 (1.5)	83 (1.4)
White	1851	1.39 (0.39)	28.77 (1.66)	85.48 (1.16)
Hispanic	230	0.19 (*)	12.96 (3.67)	71.61 (3.71)
Asian/Pacific Islander	91	4.10 (2.77)	33.85 (5.70)	86.64 (4.32)
American Indian	85	0.19 (*)	14.33 (4.95)	69.35 (7.90)
Rhode Island total	2516	1 (0.4)	25 (1.2)	83 (1.4)
White	1910	1.57 (0.55)	29.81 (1.57)	87.55 (1.38)
Black	172	0.21 (*)	11.69 (3.65)	71.42 (5.06)
Hispanic	302	0.08 (*)	7.47 (1.81)	63.75 (3.37)
Asian/Pacific Islander	92	0.42 (*)	17.37 (4.93)	83.72 (8.72)
South Carolina total	2469	0 (0.1)	15 (1)	79 (1.5)
White	1330	0.38 (0.21)	22.38 (1.59)	88.51 (1.22)
Black	922	0.03 (*)	5.35 (1.43)	68.08 (3.14)
Hispanic	130	0.61 (*)	5.01 (2.98)	55.44 (4.76)
Tennessee total	2275	1 (0.3)	24 (1.9)	84 (1.6)
White	1726	1.14 (0.40)	28.18 (2.18)	88.66 (1.50)
Black	420	0.09 (*)	9.54 (2.44)	73.09 (4.56)
Hispanic	79	0.00 (*)	12.90 (5.34)	62.33 (6.95)
Texas total	2530	1 (0.3)	31 (1.7)	88 (1.3)
White	1194	2.02 (0.60)	41.46 (2.25)	92.93 (0.92)
Black	311	0.12 (*)	20.42 (4.00)	83.36 (4.14)
Hispanic	923	0.40 (0.28)	19.96 (2.00)	82.34 (2.50)
Asian/Pacific Islander	73	2.14 (*)	40.97 (7.73)	91.65 (4.34)
Utah total	2588	1 (0.2)	21 (1.2)	78 (1.2)
White	2165	0.95 (0.28)	23.97 (1.34)	81.53 (1.29)
Hispanic	239	0.21 (*)	7.18 (2.53)	55.76 (4.01)
Asian/Pacific Islander	86	0.52 (*)	14.57 (5.24)	71.68 (5.86)
American Indian	63	0.00 (*)	5.56 (*)	55.84 (9.25)

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Exhibit 11. 1998 Writing NAEP, Grade 8 (continued)

Population	N	At or Above Advanced	At or Above Proficient	At or Above Basic
Virgin Islands total	614	1.00 (*)	9.00 (2.10)	61.00 (3.90)
Black	470	0.42 (*)	7.84 (2.30)	61.97 (3.89)
Hispanic	125	0.14 (*)	7.35 (2.85)	55.64 (9.86)
Virginia total	2605	1 (0.2)	27 (1.4)	89 (0.9)
White	1668	1.23 (0.34)	33.37 (1.81)	91.54 (0.9C
Black	635	0.03 (*)	12.34 (1.73)	81.65 (1.92)
Hispanic	165	0.11 (*)	17.27 (3.16)	87.61 (3.11)
Asian/Pacific Islander	103	1.79 (*)	40.50 (6.78)	93.77 (2.66)
Washington total	2286	1 (0.4)	25 (1.9)	83 (1.4)
White	1664	1.57 (0.51)	28.50 (2.09)	87.29 (1.58)
Black	100	0.23 (*)	10.60 (4.55)	68.95 (4.24)
Hispanic	269	0.17 (*)	9.41 (2.11)	59.91 (5.56)
Asian/Pacific Islander	165	1.34 (*)	25.67 (5.08)	85.44 (2.42)
American Indian	84	0.00 (*)	4.79 (3.12)	70.37 (6.69)
West Virginia total	2611	0 (0.2)	18 (1.7)	82 (1.5)
White	2346	0.36 (0.19)	19.19 (1.72)	83.96 (1.53)
Black	106	0.27 (*)	13.53 (5.01)	79.33 (6.65)
Hispanic	80	0.00 (*)	3.12 (*)	53.79 (10.84)
Wisconsin total	2006	1 (0.3)	28 (1.6)	88 (1.1)
White	1623	0.81 (0.35)	31.41 (1.75)	90.02 (1.00)
Black	152	0.00 (*)	15.30 (3.75)	79.42 (4.79)
Hispanic	136	0.12 (*)	11.69 (4.54)	77.40 (5.80)
Wyoming total	2726	1 (0.4)	23 (1.7)	81 (1.5)
White	2265	1.13 (0.47)	25.50 (1.96)	83.39 (1.33)
Hispanic	291	0.50 (0.33)	11.82 (3.41)	70.37 (3.60)
American Indian	103	0.00 (*)	11.07 (6.03)	60.06 (7.34)

(*)Standard error estimates cannot be precisely determined.
'DoDEA/DDESS: Department of Defense Educational Activity/Department of Defense Domestic Dependent Elementary and Secondary Schools
'DoDEA/DoDDS: Department of Defense Educational Activity/Department of Defense Dependent Schools (Overseas)

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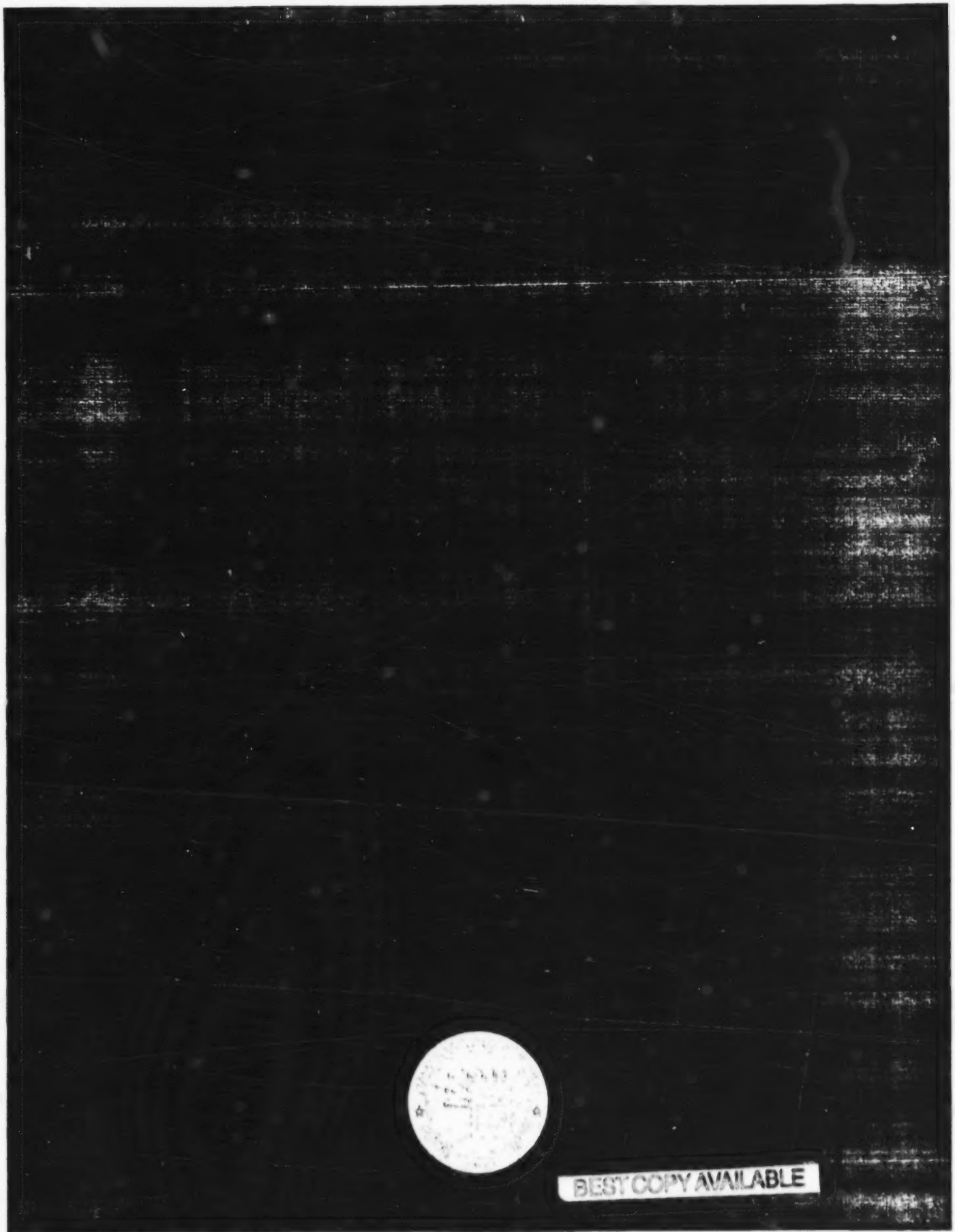
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